Formative Assessment Task

2nd Grade: Geometry

**2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.**

**Learning Targets**

* I can draw rows and columns of equal size in a rectangle.
* I can count the equal size squares in a rectangle.

**Materials:**

1. One set of place value “units” per student (or in partners, if desired).
2. One “Rectangles Recording Sheet” page per student (optional)
3. One timer, or clock with a second hand.
4. Dry erase boards (optional)
5. Pencils, markers

**Directions:**

1. Teacher will instruct students that they will see how many rectangles they can make with the “units” in 2 minutes (or however long teacher decides).
2. Teacher will time students.
3. Students will count how many “units” filled the rectangles they made.
4. Students will show on hands or on dry erase boards how many “units” were in their rectangle.

**Considerations:**

* Observe the students as they play this game, checking for understanding.
* Teacher may wish to ask students if they can make more rectangles using the materials.
* Ask student how many rows and columns they created as they made their figures
* Students may write equations to represent the units used to create each figure.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Directions: Find out how many different rectangles you can make using the bag of “units”. Record your work below.*

My workspace:

How many squares (units) are in your rectangle? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My workspace:

How many squares (units) are in your rectangle? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My workspace:

My workspace:

How many squares (units) are in your rectangle? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many squares (units) are in your rectangle? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many different rectangles can you make with your materials?



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| Teacher notes: |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |

